# Sample Formal Assessment Task Notification

# Year 11 English Extension – Related Project Task

**Context:** In this unit students have examined how contemporary texts have continued to represent the encounter with ‘the Other’ (people and cultures who hold significantly different values and beliefs). Texts in this unit represented the colonial and postcolonial encounter in varied ways, exploring the impact of the encounter on both the colonial subjects and also on the colonising power and its representatives. Students have also explored a variety of concepts that critics and thinkers have developed and used to represent and understand this historical moment. Concurrently, students have engaged in an independent learning project exploring at least two texts of their own choosing that represent, in different ways, a selected aspect of the colonial or postcolonial experience of cultural difference and its impact.

*Further detail to guide teachers and students with this task can be found in the ‘Encounters with the Other’ sample unit.*

| **Task number:** 2 | **Weighting:** 40% | **Timing:** Term 2, Week 10 |
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| **Outcomes assessed**  A student:  **EE11-1** demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies  **EE11-2** analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts  **EE11-3** thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts  **EE11-4** develops skills in research methodology to undertake effective independent investigation  **EE11-5** articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts | | |
| **Nature of the task**  You are to present a 7-minute TED talk for a youth conference on how imaginative literature (including film) can deepen our understanding of an aspect of cultural difference and/or conflict. You should articulate a personal response that has been informed by other interpretations of texts which you have gained through your independent research project. The presentation must include visual elements to enhance the impact and meaning of your speech.  At the end of the TED talk, you will be required to answer two questions on your chosen topic.  *Note: As part of the preparation for this task, you will need to submit your journal with reflections and annotations at intervals throughout the project for monitoring and informal feedback.* | | |
| **Marking criteria**  You will be assessed on your ability to:   * communicate a personal perspective of an aspect of cultural difference and/or conflict that has been informed by independent research * analyse how at least two texts communicate representations of cultural difference and/or conflict * use a range of language forms and features to communicate ideas. | | |
| **Feedback provided**  Students will receive feedback in the form of comments on their marking guidelines indicating areas of strength and areas for improvement. | | |

**Marking guidelines**

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| **A student:** | **Mark range** |
| * draws on independent research to develop an insightful commentary on cultural difference and/or conflict * demonstrates deep analysis of the ways in which at least TWO literary texts construct representations of cultural difference and/or conflict * demonstrates highly effective synthesis of visual, verbal and digital language to communicate complex ideas. | 16-20 |
| * draws on independent research to develop an effective commentary on cultural difference and/or conflict * demonstrates comprehensive analysis of the ways in which at least TWO literary texts construct representations of cultural difference and/or conflict * demonstrates effective synthesis of visual, verbal and digital language to communicate complex ideas. | 11-15 |
| * draws on independent research to develop a sound commentary on cultural difference and/or conflict * demonstrates satisfactory analysis of the ways in which at least TWO literary texts construct representations of cultural difference and/or conflict * demonstrates adequate synthesis of visual, verbal and digital language to communicate complex ideas. | 5-10 |
| * draws on independent research to develop a basic commentary on cultural difference and/or conflict * demonstrates some analysis of the ways in which at least TWO literary texts construct representations of cultural difference and/or conflict * demonstrates some synthesis of visual, verbal and digital language to communicate complex ideas. | 1-4 |

**Feedback:**